

PE Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)		Milestones					
		KS 1		Lower KS 2		Upper KS 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p><i>(This concept involves learning a range of physical movements and sporting techniques)</i></p>	<p>Games</p>	<ul style="list-style-type: none"> Use the terms 'opponent', 'attacking', 'defending' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Gain knowledge of tactics. Lead others where appropriate. 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending (KS1) Master the use of the terms 'opponent', 'attacking', 'defending' and 'team-mate' independently. Continue with rolling, hitting, running, jumping, catching and kicking skills within a game set up. Communicating effectively and engaging in co-operative, physical activity. To lead a team game or understand the role of a team. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to teammates at appropriate times 	<ul style="list-style-type: none"> Work on prior knowledge of attacking and defending, and apply these principles into competitive games suitable for this. Master upon key game skills such as: balance, agility, co-ordination and precision. Use technical language relevant to the game set. Also, use this language to evaluate the work of others. Reflect and recognise spatial awareness. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with teammates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending (KS2) Encouraging self-reflection and compare performances to demonstrate improvement. Reflect and recognise success within others and myself. Master prior knowledge of tactical awareness.

						<p>in all competitive situations.</p> <ul style="list-style-type: none"> • Lead others when called upon and act as a good role model within a te. 	<ul style="list-style-type: none"> • Work alongside and against others when defending and attacking • Continue to develop skills of communication and listening skills. • Have experience of watching sport at an elite level.
	Athletics	<ul style="list-style-type: none"> • basic movements, including running, jumping and throwing. Begin to develop balance, agility and co-ordination in a range of athletic activities 	<ul style="list-style-type: none"> • Master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination, and being to apply these in a range of athletic activities (KS1) 	<ul style="list-style-type: none"> • Jumping: Develop jumping in a number of ways from a stationary position • Throwing: Develop a number of throws with accurate technique (under arm and over arm) • Running: explore a variety of techniques for running for different events (e.g Sprint, long distance) • Develop evaluative skills in order to recognise their own success 	<ul style="list-style-type: none"> • Jumping: Jump in a number of ways using a run up where appropriate. • Throwing: Develop a number of throws (under arm and over arm) with accurate technique and emphasis on accuracy and/or distance • Running: Run over a variety of distances selecting the appropriate technique and pace to achieve success. • Develop and refine evaluative skills in order to recognise their own success and their peers • Have an awareness of the Olympic Games 	<ul style="list-style-type: none"> • Jumping: Develop control and balance in take offs and landings • Throwing: explore and develop techniques in the pull, the push and the sling throw. • Running: Combine sprinting with low hurdles over short distances. • Explore different ways of starting a running race. • Compete with others and keep track of personal best performances, evaluating recognising strengths and areas for development. • Experience competition at an athletics venue 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination (KS2) • develop flexibility, strength, technique, control and balance (KS2) • Jumping: Master control and balance in take offs and landings • Throwing: Throw accurately and refine performance by analysing technique and body shape • Running: Choose the best pace and technique for running over a variety of distances in competition.

					and their impact on athletics		<ul style="list-style-type: none"> • Compete and compare with others and keep track of personal best performances, demonstrate improvement to achieve PB. <ul style="list-style-type: none"> – evaluate and set targets for improvement • Refine and master ways of starting a running race
	Outdoor and adventurous activities			<ul style="list-style-type: none"> • Take part in simple outdoor and adventurous activities both individually and within a team • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Support others and seek support if required when the situation dictates. 	<ul style="list-style-type: none"> • Take part in a range of outdoor and adventurous activities both individually and within a team • Demonstrate resilience when plans do not work and use initiative to try new ways of working. • Use maps and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> • Take part in a range of outdoor and adventurous activities both individually and within a team which challenge the individual on a personal level. • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Support others and seek advice and guidance from experts if necessary 	<ul style="list-style-type: none"> • Take part in a range of challenging outdoor and adventurous activity challenges both individually and within a team (KS2) • Embrace both leadership and team roles and gain the commitment and respect of a team. • Remain positive even in the most challenging circumstances, rallying others if need be. • Experience and use a range of devices in order to

							<p>orientate themselves</p> <ul style="list-style-type: none"> • Efficiently assess changing conditions and adapt plans to ensure safety of all is not compromised. • Participate in an OAA residential visit
	Gymnastics		<ul style="list-style-type: none"> • To master the ability to copy and remember actions. • Can confidently move with control and awareness of space. • To link two or more actions to make a sequence independently. • To demonstrate contrasts (such as small/tall, straight/curved and wide/narrow). • To master travelling by rolling forwards, backwards and sideways with an emphasis on accuracy. • To confidently demonstrate balancing on different points of the body. 	<ul style="list-style-type: none"> • To begin to plan, perform and repeat a sequence of at least 3 moves. • To imitate movement in a clear, fluent and expressive manner. • To show changes in direction, speed and level. • To experience travel in a variety of ways • Swing and hang from equipment safely with support (using hands). 	<ul style="list-style-type: none"> • To master to planning, performing and repeating a sequence of at least 3 moves independently. • To confidently move in a clear, fluent and expressive manner. • To show changes of direction, speed and level during a performance. • To travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment 	<ul style="list-style-type: none"> • Create complex sequences that include a full range of movements such as - <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • rotations • bending • gestures • Hold shapes that are strong, shows flexibility, control and balance • Vary speed, direction, level and body rotation during floor performances. • To compare performances and make changes to improve their own action / routine 	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance (KS2) • Compare their performances with previous ones and demonstrate improvement to achieve their personal best (KS2) • Create complex and well-executed sequences that has linking actions include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • rotations • bending

			<ul style="list-style-type: none"> •To demonstrate an awareness of safety when using climbing equipment. •To master stretches and curl to develop flexibility. •To jump in a variety of ways and land with increasing control and balance. 		<p>to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely with support (using hands) with confidence. 	<ul style="list-style-type: none"> • Have an awareness of the Olympic Games and their impact on gymnastics 	<ul style="list-style-type: none"> • gestures • Hold shapes that are strong, shows flexibility, control and balance and understand the terms • Vary speed, direction, level and body rotation on floor and on equipment performances. • To analyse and compare performances and make changes to improve their own action / routine
	Dance	<ul style="list-style-type: none"> • Explore a range of movements. • Begin to develop coordination. • Copy and repeat basic actions and positions. • Begin to perform. 	<ul style="list-style-type: none"> • perform dances using simple movement patterns (KS1) • Increasingly develop coordination. • Copy, remember and repeat basic movements and positions. • Perform showing an awareness of an audience. 	<ul style="list-style-type: none"> • Demonstrate a range of movements with some control and confidence. • Use coordination in a range of movement patterns. • Perform a sequence of movements and positions with some fluency. • Begin to change the speed and levels within a performance and perform with some focus. 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns. Use coordination in a range of movement patterns with control and fluency. • Perform a sequence of movements and positions with increased fluency. • Change the speed and levels within a performance and perform with increased focus. • Develop physical skills, such as; 	<ul style="list-style-type: none"> • Refine a wide range of movements performing them confidently. • Develop competency in a range of dance actions such as: travelling, turning, elevation, falling, stillness and gesture. • Choreograph creative and imaginative dance sequences in unison with others. • Perform a sequence for peers which demonstrates 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns (KS2) • Compare their performances with previous ones and demonstrate improvement to achieve their personal best (KS2) • Master a wide range of movements performing them accurately and confidently.

				<ul style="list-style-type: none"> • Begin developing physical skills, such as; flexibility and strength. 	balance, flexibility, strength and control.	<p>dynamics, (e.g.- smooth, jerky) focus and musicality.</p> <ul style="list-style-type: none"> • Develop physical skills, such as; posture, alignment, balance, coordination, control, flexibility, strength and stamina. 	<ul style="list-style-type: none"> • Master a range of actions, such as; travelling, turning, elevation, falling stillness and gesture. • Choreograph a more imaginative/ original dance sequence including unison and canon. • Perform expressively demonstrating a range of performance skills in front of a live audience. • Master and use a range of physical skills, such as; posture, alignment, balance, coordination, control, flexibility, strength and stamina.
	Swimming			<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres (KS2) • Use a range of strokes effectively (KS2) • Perform a safe self-rescue in different water-based situations (KS2) 			

A good sportsperson will have:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- An awareness and application of risk management; including appropriate knowledge of warming up and cooling down.
- A sound understanding of the requirements of a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

National Curriculum National Curriculum Expectations

Steps to National Curriculum

Above and beyond the national curriculum

Cultural Capital